

Subject Index

Page numbers refer to the first page of the relevant article.

Adolescents	537
Anxiety	537
Aspect hypothesis	43
Autonomous language learning	403
Bilingual reading	159
Bilingual research methods	205
Bilingual students	491
Bilingualism	159
Biliteracy	159
CALL	723
Castilian	491
Classroom research; classroom-based research . . .	119, 723
Clitics	679
Cognitive processes	441
Collaboration	119
Collective scaffolding	119
Comprehensible input	805
Comprehensible output	597
Comprehension practice	805
Conceptual development	159
Connectionism	441
Data layering	565
Data mining	565
Diary studies	403
Discourse models	441
Discourse processes	441
Dutch	265
Early bilingualism	205
Early conceptual knowledge	205
Early semantic knowledge	205
Emotion words	265
Empirical research	513
English	43, 265
Euskera	491
Evidence of language learning	119
Explicit instruction	755, 825
Explicit vs. implicit learning	805
Extended negotiated interactions	1

Extraversion	265
First language	95
First language acquisition	679
First signs	205
First words	205
Fluency	723
Focus on form	755
Foreign language learning	367
French	43, 265
Gender	265
Grammar teaching	805
Grammaticality	1
History of acquisition	491
Immersion	537
Incidental word learning	95
Individual differences	679
Input	755
Input processing	325, 755, 825
Input vs. output	805
Instructed SLA	755
Interlanguage (IL)	265, 597
Japanese	653
Junior high school	537
Keystroke logging	565
Knowledge of print	159
Knowledge-based processes	441
Korean	653
Language attrition	653
Language-focused tasks	119
Language learning	597
Language production	723
Language proficiency	159, 265
Learner output	597
Learning of scientific texts	491
Learning strategies	403
Learning style and strategy interaction	403
Learning styles	403
Levels of processing	325
Lexical access	723
Lexical acquisition	325
Lexical aspect	43

Lexical constraints	205
Lexical retrieval	723
Matthew effect	653
Mental-resource models	805
Metalinguistic knowledge	159
Microgenetic analysis	367
Modified output	597
Motivation	537
Naturalistic language learning	403
Negative evidence	1
Negotiation	1
Non-negotiated interactions	1
NS-NNS interaction	1
Number inflections	679
One-signal negotiated interactions	1
On-line writing	565
Oral competence	159
Orienting task	325
Pair work in adult ESL classrooms	119
Patterns of dyadic interaction	119
Perceived competence	537
Person inflections	679
Phonological awareness	159
Predictive value	513
Present perfect	43
Primary students	95
Problem-solving tasks	367
Processing instruction	755, 805, 825
Production practice	805
Productive language skills	723
Qualitative analysis of learner-learner talk	119
Reaction times	723
Reading assessment	513
Reading comprehension	513
Reading for fun	95
Reading purpose	95
Reading research	441
Reading to learn	95
Recasts	1
Relearning	653
Replication studies	43, 755, 825

Returnees	653
Revision	565
Russian	265
Savings paradigm	653
Schema theory	441
Second language acquisition (SLA)	597
Second language learner interaction	367
Second language parsing	825
Second language reading (comprehension)	441, 491
Second language research	597
Second language vocabulary	325
Second language writing	565
Semantic categories	205
Semantic elaboration	325
Sex differences	537
Simple past	43
Social interaction	367
Social use of Euskera	491
Sociocultural competence	265
Sociocultural theory	367
Spanish	367, 679
Speed training	723
Structural elaboration	325
Subject and object arguments	679
Swahili	367
Symbolic notation	159
Syntactic processing	805
Task engagement	367
Temporal morphology	43
Tense	679
Tense and aspect	43
Test evaluation	513
Text comprehension	95, 491
Text recall	491
Timing milestones	205
TOEFL	513
Transfer	43
Transfer-appropriate processing	325
Translation equivalents	205
Universal grammar (UG)	679
Uptake of negative evidence	1

Verb inflections	679
Vocabulary	723
Vocabulary acquisition	95, 325, 653
Vocabulary attrition	653
Vocabulary knowledge, breadth of	513
Vocabulary knowledge, depth of	513
Vocabulary measures	513
Vocabulary relearning	653
Vocabulary size	513
Vygotsky	367
Willingness to communicate	537
Writing development	565